



Rivelon Elementary School

350 Thomas B. Eklund
Orangeburg, SC 29115

Grades	PK-5 Elementary School	
Enrollment	189 Students	
Principal	Michele Myers	803-534-2949
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Mary Ulmer	803-533-7927

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	At-Risk
2012	Below Average	At-Risk
2011	Good	Excellent
2010	Average	Below Average
2009	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

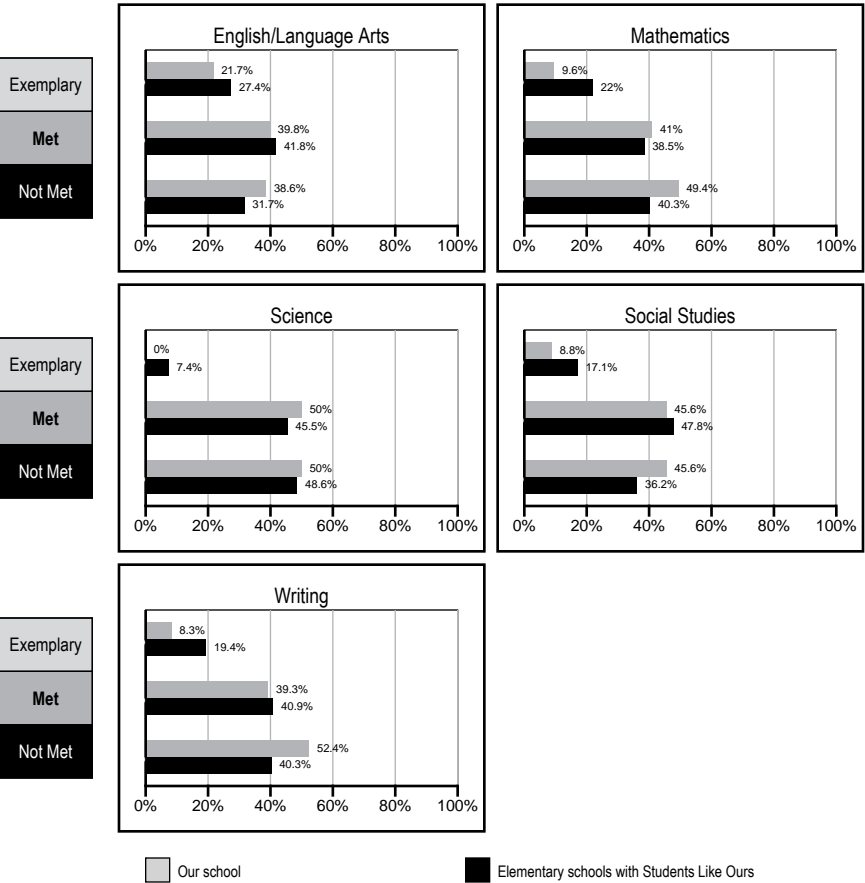
92.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	89	43	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=189)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	1.1%	0.9%
Attendance rate	96.0%	Down from 96.8%	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.6%	7.2%
With disabilities	13.5%	N/A	13.3%	12.4%
Older than usual for grade	2.1%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	Down from 88.9%	60.0%	62.5%
Continuing contract teachers	84.2%	Down from 100.0%	75.0%	83.3%
Teachers returning from previous year	89.4%	Down from 91.7%	84.7%	88.3%
Teacher attendance rate	90.5%	Down from 94.7%	94.9%	95.0%
Average teacher salary*	\$51,758	Down 1.1%	\$46,095	\$48,193
Professional development days/teacher	15.4 days	Up from 12.4 days	10.4 days	11.0 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 17.9 to 1	17.8 to 1	20.1 to 1
Prime instructional time	82.3%	Down from 89.1%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,084	Up 2.2%	\$8,350	\$7,364
Percent of expenditures for instruction**	64.0%	Down from 64.5%	66.5%	68.0%
Percent of expenditures for teacher salaries**	61.0%	Up from 60.4%	64.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Rivelon Elementary School is located right outside the town limit of Orangeburg, SC. The school has a student body of 252 pre-Kindergarten through fifth graders. The ethnic demographics consist of approximately 94 percent African Americans, 5 percent Caucasians, and 1 percent Latino(a). We take pride in being a community school. Rivelon is a federally identified Title I school. We believe in developing and nurturing the whole child, meaning we cater to each child’s physical, emotional, and cognitive wellbeing. We achieve this, by incorporating a plethora of initiatives and strategies designed to meet those individual needs. Our guidance counselor and teachers support our county’s character education initiative by incorporating character education during classroom instruction.

Our goal is student achievement. As such, we use a variety of scientifically, research based instructional strategies to instruct our students. In addition to using best practices, we initiated content based classes this year to improve pedagogy in reading, writing, and mathematics. Further, we instituted Principal’s Professional Learning Communities in which teachers and the administration analyzed data and designed instruction to address the needs of the student.

We believe that building and sustaining positive home-school connections are essential in improving academic outcomes for our students. We instituted several programs designed to bridge those relationships, namely Books and Breakfast, Principal, Pastries, and Parents, and Taking it to the Streets.

At Rivelon, “We exist to improve student achievement.”
Michele Myers, Principal
Willie Booker, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	28	18
Percent satisfied with learning environment	88.4%	82.2%	83.3%
Percent satisfied with social and physical environment	88.4%	85.2%	79%
Percent satisfied with school-home relations	60%	71.5%	73.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	27.7
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Rivelon Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	634.0	616.3	589.5	609.5	98.9	100.0
Male	626.9	611.7	588.3	600.9	97.9	100.0
Female	641.4	621.4	590.7	617.3	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	630.6	614.7	587.8	608.6	98.8	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	633.4	617.4	588.3	608.3	98.8	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	38	97.4	37.5	28.1	34.4	62.5
	4	32	96.9	42.9	42.9	14.3	57.1
	5	28	100	50	46.2	3.8	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	29	100	19.2	34.6	46.2	80.8
	4	37	97.3	47.1	35.3	17.6	52.9
	5	29	100	40.7	51.9	7.4	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	38	100	54.5	30.3	15.2	45.5
	4	32	100	41.4	41.4	17.2	58.6
	5	28	100	34.6	53.8	11.5	65.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	29	100	57.7	34.6	7.7	42.3
	4	37	100	42.9	45.7	11.4	57.1
	5	29	100	40.7	48.1	11.1	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	18	100	50	31.3	18.8	50
	4	32	100	37.9	51.7	10.3	62.1
	5	15	100	50	42.9	7.1	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	15	100	N/AV	N/AV	N/AV	64.3
	4	37	100	45.7	48.6	5.7	54.3
	5	15	100	N/AV	N/AV	N/AV	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	20	100	17.6	70.6	11.8	82.4
	4	32	100	48.3	48.3	3.4	51.7
	5	13	100	58.3	25	16.7	41.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	14	100	33.3	58.3	8.3	66.7
	4	37	97.3	35.3	52.9	11.8	64.7
	5	14	100	N/AV	N/AV	N/AV	28.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	28	100	44.4	37	18.5	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	29	93.1	45.8	45.8	8.3	54.2
	4	38	89.5	43.8	50	6.3	56.3
	5	28	100	66.7	22.2	11.1	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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